

Proposal for Quality Enhancement Plan Project Cover Sheet

Volunteer UWF!

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We understand that the project proposal elements listed below must be included in all proposals considered by the UWF Quality Enhancement Steering Committee. Refer to the Rubric for Evaluating Programs for guidance in developing each program element.

- Abstract
- Project Rationale
- Relationship to the University's QEP Goals
- Project Student Learning Outcomes Associated With This Proposal
- Instructional strategies and evidence of rationale for their selection
- Assessment Plan for the Project.
- Plan for Formative Assessment
- Information Dissemination Plan
- Institutionalization Plan
- Resources Needed
- Timeline for Project Activities and Events

University of West Florida Quality Enhancement Plan

Project Proposal Narrative

Project Title: Breakaway- Alternative Spring Break: Transforming Students into Active Citizens

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Abstract

Breakaway-Alternative Spring Break's participation in the Quality Enhancement Plan will allow for specific and focused assessment of the student learning that occurs related to project management. By participating as members of Breakaway-Alternative Spring Break, students also learn teamwork as well as the value of service to the community. Throughout the year specific local service projects and group activities will build towards a culminating week-long service based trip over Spring Break where students will be able to exhibit and refine the project management, leadership, and civic engagement skills they have developed.

Project Rationale

Breakaway-Alternative Spring Break is a national movement across colleges and universities that allow students to make a positive difference through service over Spring Break. At UWF, Breakaway- Alternative Spring Break is a student based program that allows student direction in service opportunities that impact campus, local, and regional communities. Under the direction of Volunteer UWF! students are given professional direction in planning and coordinating local service projects throughout the year culminating in a week long service based trip over Spring Break. The following eight components Breakaway-Alternative Spring Break's are built in to the program ensuring quality service and civic education.

- Strong Direct Service: Breakaway-Alternative Spring Break allows for students to engage in direct, hands on service that addresses critical, but unmet social needs
- Orientation: Students are oriented to the mission and objectives of both the program and the organization in which they will be working.
- Education: Involvement gives students a sense of context and understanding of both the region they will be working in and the problems they will be addressing during their service.

- Training: Students are given training in technical and communication skills necessary to carry out their tasks and projects before and after the trip.
- Reflection: During any service experience students reflect on their experiences and contributions individually and as a group. Through the reflection process students form connections from the service experience to their future or intended career path.
- Re-orientation: Upon returning to campus reorientation sessions allows for all participants to share their experiences with one another and with the campus community. Through this process, students are encouraged to translate their service experience in to a life-long commitment to service.
- Diversity: Breakaway- Alternative Spring Break is designed to include participants representing the range of students present in the campus community.
- Alcohol and Other Drug Free: Breakaway- Alternative Spring Break is alcohol and drug free and students are educated and trained on alcohol and drug related issues.

Breakaway-Alternative Spring Break gives students a positive option to participate in during Spring Break. Through the process of planning and preparing for their week long Spring Break trip students learn valuable skills by regularly meeting and participating in service projects as an organization. Students as they plan the direction of the organization build valuable interpersonal, organizational, and career skills. Participation allows students to explore and understand the value of service by their own contributions and interactions with non-profit, community based agencies; which thereby enhances students' commitment to lifelong service and allows them to form connections to communities locally and regionally where they can make a difference.

Specifically related to the project management domain, students, with the assistance of staff, plan, monitor, and carry out smaller projects within the context of the larger project that they select. In doing so, they gain valuable skills in fundraising, public relations, budgeting, risk management, team building and evaluation. Acquisition of these skills assists students in being leaders on campus, in their future careers, and in the communities in which they will reside.

Promoting the development of Breakaway-Alternative Spring Break will assist the university in many ways. Foremost, it aligns with the university's mission in empowering students with knowledge and opportunity to contribute responsibly and creatively to a complex world. Furthermore, it assists students in their development into active citizens, who align their values, priorities, and life choices based on community needs. In promoting the development of Breakaway- Alternative Spring Break through increased financial resources, greater focus centered on increasing student learning and civic education strategies and assessment will occur. This will create greater student impact and allow students to empower others to engage in service and contribute positively to campus and local communities.

Relationship to QEP Goals

This project will initially focus on QEP goals # 1 and 2. Participation in this project by students improves, develops, and refines student skills related to project management. Also, through this project instructional and assessment strategies will be further developed and/or refined which will allow for greater programmatic impacts and assessment of those impacts. Finally, this project will meet goal # 3 in allowing for faculty and staff development related to improving student learning by offering a guideline and basis for service based trips and/ or the potential development of a curriculum based Alternative Spring Break.

Project student learning outcomes

Project Student Learning Outcomes	Relationship to QEP Goals	Relationship to Volunteer UWF! Academic Learning Compact
Students will identify a community need and formulate a plan based on available resources to fit the need.	Appendix A: Goals 1 & 2 Appendix B: 1.1 - 1.3	Project Management Domain SLO: Students will make a plan to address a community need
Students will monitor and evaluate their plan and action to fit a community need.	Appendix A: Goals 1 & 2 Appendix B: 1.5 & 1.6	Project Management Domain SLO: Students will make a plan to address a community need
Students will meet (through group meetings and service projects) throughout the year in preparation for their week long service based trip over Spring Break	Appendix A: Goals 1 & 2 Appendix B: 3.1 - 3.5	Project Management Domain SLO: Students will demonstrate proficient teamwork and communication skills.
Students will collectively take action locally and regionally before and after Spring Break to meet the identified community need	Appendix A: Goals 1 & 2 Appendix B: 3.1 - 3.5	Project Management Domain SLO: Students will demonstrate proficient teamwork and communication skills.
Students will manage and execute service based events and actions of group responsibly.	Appendix A: Goal 1 Appendix B: 2.1-2.4 ; 4.1 - 4.3	Project Management Domain SLO: Students will demonstrate professional behavior during service experiences.
Following all service experiences, students will engage in a structured reflection tying their service back to their individual lives.	Appendix A: Goals 1 & 2(C) Appendix B: 2.5 ; 3.5	Project Management Domain SLO: Students will describe how they could make a difference in the world through their service experience.

Through reflection and campus reorientation, students will describe to others what and how they have learned through their services experiences.	Appendix A: Goals 1 & 2 Appendix B: 2.5 ; 4.2 - 4.4	Project Management Domain SLO: Students will explain what and how they have learned through volunteer service
After structured trip, reflection, and reorientation are complete, students will be able to identify ways in which they are responsible for, and will be active in, their individual communities.	Appendix A: Goals 1 & 2	Project Management Domain SLO: Students will identify potential opportunities and motivation for civic engagement and responsibility in the communities in which they will likely live and work.

Instructional /learning strategy enhancements

As members of Breakaway- Alternative Spring Break students are engaged throughout the year in service to campus, local and regional communities. However, part of that process requires planning and training as well as exposure to diverse populations and forms of community needs. This exposure and the required communication, planning, evaluation and teamwork that complement formal lessons, activities, and reflections all foster civic awareness and develop students as leaders and managers of the specific action steps leading up to the week long service project over Spring Break. In relation to this project, the following instructional/learning strategy enhancements are proposed that will set in place what constitutes a quality Alternative Spring Break.

- (4) one day service projects directly related to the issue chosen (for the larger, week long project) open to the entire campus community and facilitated by Breakaway- Alternative Spring Break leaders and members to promote civic action(project conceptualization and delivery) to a community need as well as teamwork and self regulation in the Project Management Domain
- Use of one ongoing, and (1) one-day, fundraiser to promote student and group project planning, conceptualization, teamwork and communication skills.
- Use of formal reflections after every service project and fundraiser to allow students an avenue to explain what and how they have learned and connect students to how they can make a difference in the world through service.
- Utilize the one week service project over Spring Break to actualize and culminate the year’s preparation and service by the group prior to that point. Thereby, students form connections to social needs where they understand the dynamics of the problem and how they can by their actions address it.

- Upon returning to campus, employ a reorientation session and service project to help students identify potential opportunities for civic engagement and describe to others on campus how they will make a difference in the world through service.

These specific instructional/learning strategy enhancements have been selected to direct students towards active civic engagement by utilizing Astin's Theory of Student Involvement as well as Breakaway's continuum of active citizenship.

Assessment Plan for the Project

Baseline Assessment:

Use existing Breakaway- Alternative Spring Break constitution and by-laws; Volunteer UWF! and Breakaway- ASB participation and service statistics; Community Partners/ Agency Evaluations to measure student participation.

Formative Assessment:

Throughout the process of project planning and actualization, Volunteer UWF! staff, community partners and Breakaway-ASB members and site leaders will be asked to reflect on the direction of the students and the organization in relation to Breakaway-Alternative Spring Break's mission and the QEP goals. See Appendices A-C as well as the table below.

Summative Assessment:

All student participants will evaluate the comprehensive year and the relation participation has on their individual learning associated with the QEP goals. Students will be assessed based on Volunteer UWF!'s established Student Learning Outcomes specific to Breakaway: Alternative Spring Break.

These assessment plans will measure student learning related to project management, teamwork, impact of service and Breakaway-Alternative Spring Break as a whole by assessing students, site leaders, staff, and Community Agencies. Furthermore, through these efforts assessment plans for service and related experiences will be refined which will allow a basis to be set for future assessments.

The following is the Volunteer UWF! Student Learning Outcomes and Assessment Measures for Breakaway: Alternative Spring Break related to civic engagement, project management, professional behavior and teamwork. The existing measures allow for formative and summative assessment of student participation in Breakaway: Alternative Spring Break.

Outcome	Measure or Performance Indicator	Report Cycle
1. Students will explain what and how they have learned through volunteer service and service-learning.	Evaluated by scoring students' description of what they have learned from the applicable experience against the "Learned through Service" rubric.	Evaluated at the end of each project and semester
2. Students will describe how they could make a difference in the world through their service experience.	Evaluated by scoring students' description of how they can make a difference in the world through their applicable experiences against the "Make a Difference" rubric.	Evaluated at the end of each project and semester
3. Students will demonstrate professional behavior during service experiences.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor, site supervisors, and/or agency supervisors to rate students' professional behavior based on the "Professional Behavior" rubric.	Evaluated at the end of each project and semester
4. Students will demonstrate proficient teamwork and communication skills.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor, site supervisors and/or agency supervisors to rate students' teamwork, and communication skills based on the "Teamwork" and "Communication" rubrics.	Evaluated at the end of each project and semester
5. Students will make a plan to address a community need.	Evaluated by asking students, faculty member, and/or Volunteer UWF! Supervisor to rate students plan based on the "Planning" rubric.	Evaluated at the end of each project and semester
6. Students will demonstrate proficient communication skills.	Evaluated by asking students, faculty members, Volunteer UWF! Supervisor and/or agency supervisors to rate student's communication skills based on the "Communication" rubric.	Evaluated at the end of each semester

7. Students will identify potential opportunities and motivation for civic engagement and responsibility in the communities in which they will likely live and work.	Evaluated by scoring students' statements of potential opportunities and motivation for civic engagement and responsibility against the "Civic Engagement" rubric.	Evaluated at the end of each semester
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Plan for Formative Assessment of the Project

The data collected on student participation as members of Breakaway-Alternative Spring Break will aid in improving the quality of student learning as well as add to the body of knowledge on service programming which will allow for an improved service experience for students. Furthermore, it will provide data on Breakaway-Alternative Spring Break's capacity to increase student learning in project management, teamwork, and civic engagement. Also, it will allow for refinement of assessment procedures as well as the currently defined Student Learning Outcomes.

Information dissemination plan

Information will be shared throughout the campus community by students upon their completion of the culminating service project over Spring Break. Upon returning to campus, students will educate others on the social issues they confronted on their trip as well as the impact their service made. Through specific projects and efforts, such as a local service project lead by organization members, students will share what and how they learned through their involvement in Breakaway-Alternative Spring Break. Thereby, allowing students on final time to share the impact of service on their educational process related to project management, teamwork, and civic engagement.

Institutionalization plan

Participation in the QEP will set forth direct assessments and procedures for measuring student learning outcomes and thus will be set in to a regular routine of assessment of Breakaway- Alternative Spring Break's impact on student learning. More specifically, this will allow for direct analysis of this program and will be a foundation for improvements in the future. Furthermore,

upon directly measuring student learning, a basis for integrating academic credit in to the program can be established.

Also, participation in the QEP will allow extensions to be made to other departments on campus and could potentially lead to creation of Curriculum Based Alternative Breaks. Curriculum Based Alternative Breaks are projects that occur over academic breaks where students serve, reflect, and explore meaningful areas related to their academic studies. Curriculum Based Alternative Breaks allow students to earn credit for their participation in service where they can learn essential knowledge related to project management, leadership, and social action related to their academic program.

Resources needed

The following budget request focuses on having the appropriate resources in place to coordinate a highly effective student program while being able to properly assess the level of student learning among participants. The QEP fund would support a Graduate Assistant stipend for the advisor of the organization who will oversee the formal evaluation and reflection process. The QEP will also provide funds to support a 1-day site leader retreat that will provide student leaders the training needed to lead and coordinate the service done over the week long Spring Break trip. In addition, the fund will provide the Graduate Assistant and Site Leaders resources for appropriate and effective coordination of service projects as well as provide resources to students to supplement the learning that occurs through service project and general planning meetings. Other funds needed for the organization will come through the collective group fundraising efforts.

Budget Item	Description	Unit Cost	Total Item Cost
Breakaway: Membership Renewal	Chapter dues renewal	renewal dues @ \$150/year	\$150
Breakaway: Organizing an Alternative Spring Break Manual	Manual: Explains how to work through many of the problems associated with an alternative break program.	1 manual @ \$15/publication	\$15

Breakaway: Site Leader Survival Manual	Manual: Site Leader Survival The purpose of this manual is to help site leaders meet the goals of a successful alternative break program. .	1 manual @ \$20/publication	\$20
Campus Compact: Assessing Service Learning and Civic Engagement Principles and Techniques	Provides specific measurement tools and techniques for assessing civic engagement	1 publication @ 36.00	\$36
Materials	Sustainable materials for: promotion of service projects, reflections, student participant packets, trip materials, etc.	Approximately \$200 of materials needed for trip preparation	\$200
Service Project Materials	Materials needed for coordination of 4 service projects	Approximately \$50/project	\$200
Site leader retreat	1 day site leader retreat to prepare site leaders for trip and managing group	Approximately \$75 per participant for 4 participants including food and training materials	\$300
Graduate Assistant Stipend	Graduate Assistant to oversee student organization and develop, monitor, and facilitate use of assessment manual for future use by the organization	3 semester @ \$500/semester	\$ 1,500
Reorientation	Materials for Reorientation: Reflection Materials, Student Awards, etc	Approximately \$150 of materials needed	\$150
Follow up marketing piece to promote use potential with in academic departments	To distribute the model to academic departments to support institutionalization	Created in house at cost of approximately \$.75 per piece for 400 pieces	\$300
Total			\$2,871

Timeline for project activities and events

Fall Semester

September:

Breakaway- Alternative Spring Break Kickoff: Information session where returning members can share their experiences with students and recruit them to join the organization.

First General Meeting: Planning session where interest and focus of group is centered on specific local and regional social action. Broad plan for action is set in place.

October:

Decision on site for Spring Break trip(s) is made after general meetings and research and communication with potential sites and the Breakaway national office. Official site leaders are chosen.

Local service sites selected to meet specific community needs and group's social action plan.

1st service project and subsequent reflection

Ongoing fundraiser is selected.

November:

If not already lined up, housing for Spring Break trip is secured by site leaders.

Continued refinement and formation of social action plan to prepare for week long service based trip over Spring Break

Fundraiser begins

One-day team building retreat to grow group dynamics and refine leadership skills

2nd Group Service Project and reflection

December:

Fall semester reflection and wrap up.

Spring Semester

January:

Formal refocus of organization's goals and objectives.

Continued contact with service site for week long Spring Break project

Budget for trip(s) is formed.

3rd Group Service Project and reflection

Begin technical training/preparation specific to trip.

One day fundraiser event is planned

February: Continue to train and prepare for specific duties related to trips.

One-day site leader retreat to focus specifics and plan specific events of trip

4th Group Service project and reflection

One day fundraiser occurs

With site leaders' lead and community agency and group members input specific schedule is set for Spring Break trip

March: Take care of final logistics related to each trip.
Continue to train for specific duties for each trip

Spring Break service trip

April Reorientation and summative group evaluation

Final Group Service Project and Reflection

References

Pascarella, E.T. & Terenzini, P.T. (2005). *How college affects students: A Third decade of research* (2nd ed.). San Francisco: Jossey-Bass.

Willete, Z., Mageveny, M., & Mann, L. (2002). *Curriculum based alternative breaks: The Manual* (2nd ed.). Tallahassee, FL: Breakaway: The Alternative Break Connection.

